



Recording Learning for children with Severe and Profound and Multiple Learning Difficulties

The SEND code of practice tells us “institutions should...ensure that teachers and lecturers monitor and review the child or young person’s progress during the course of a year. Formal reviews of the EHC plan must take place at least annually.” (9.130) We are also instructed to use assessment in a cycle that looks like this:



In order to monitor a child's learning effectively, the key questions for us to ask are:

- **What** will be recorded (from the 'plan' and 'do' stages in the cycle)?

If activities are meaningful, playful and appropriate to the child's stage of development, we will often be able to record more than their progress towards a planned learning target. We need to have a means of 'on the hop' recording available at all times, such as a camera/iPad or post-it notes.



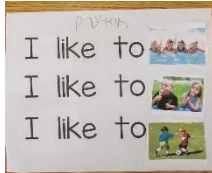
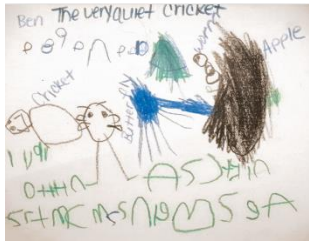




The majority of learning recorded should be when the child is engaged in an activity. This enables us to make more accurate summative judgements at key points in the year.

It is essential to record the child's progress towards EHCP outcomes/Annual Review targets/ IEPs throughout the year, not just at the statutory points of review. Therefore, these outcomes and targets should be shared among all professionals and the family and referred to throughout the year.

- **How** will learning be recorded (at the 'assess' stage)?

Children with severe and profound learning difficulties are often unable to record their own learning in the same way as their typically developing peers, particularly in the context of a classroom curriculum which can rely heavily upon written recording.

Therefore, it is essential that practitioners are familiar with a range of strategies to record learning. These can include:

| | | | |
|--|---|--|---|
| <p>Photographs of the child engaged in an activity</p>  | <p>Videos of the child engaged in an activity</p>  | <p>Photographs, pictures or symbols stuck onto a page to record what the child has learned</p>  | <p>Adult scribe what the child has said in words</p>  |
| <p>Photographs of the child signing what they have learned</p>  | <p>Adult observations of the child engaged in an activity</p>  | <p>Child's use (supported or unsupported) of ICT programmes such as Clicker or Our Story to record learning</p>  | <p>Photographs of objects or props selected by the child to indicate their learning</p>  |

A vital part of the recording process is how we provide a context and adults who observe the child learning need to record their own comments on:

- o What the child said
- o What the child did independently and what was supported
- o What the adult said/did
- o The child's engagement levels during the activity

All records need to be dated.

This process can be made more efficient by using a label such as the one used by the Outreach service (see also attached) and making notes/highlighting.

| | |
|---|--|
| Date: | Adult: Role: C.T. T.A. supply |
| Learning Intention | |
| | |
| Context | Role of adult |
| <ul style="list-style-type: none"> o Familiar activity o New activity o 1:1 activity o Group activity o Whole class activity | <ul style="list-style-type: none"> o Modelling/teaching o Supporting/prompting o Observing (child working without adult help) |
| Engagement | |
| <ul style="list-style-type: none"> o Encounters o Is aware o Is engaging and responding o Is an active participant | |
| What happened? | |
| The child | |
| The adult | |
| Next steps | |
| Repeat / modify / extend / re-think (NB: be cautious if this is the first time the child has experienced the activity) | |

It is important that all children have books where their learning is recorded, and where they are working at subject specific level the covers of these need to look the same as the rest of the class. Numbering the pages makes the job of looking at evidence to moderate assessments much easier.

- **Who** is responsible (throughout the whole cycle)?

Again, the SEND Code of Practice is very clear:

“Teachers are responsible and accountable for the children in their class, even where pupils access support from teaching assistants or specialist staff” (2014, p71).

However, this does not mean teachers are *solely* responsible for assessing children with severe or profound learning difficulties in their class. Assessment works best when a team approach is used, with the Class Teacher and Teaching Assistant working together to record learning, and

summative judgements are made with moderation offered by the SENCo and other specialist staff.

We are also told by the Code of Practice and Articles 12 and 13 of the UN Convention on the Rights of the Child that “children have a right to receive and impart information, to express an opinion and to have that opinion taken into account” and that this may look very different for children with SLD and PMLD, and their views should be “given due weight according to their age, maturity and capability”



Thus we are also duty bound to seek children's views about their own learning and progress, and either support them to share these views or represent them as accurately as we can. (See Outreach handout on Supporting meaningful participation in decision making for children with Severe and Profound and Multiple Learning Difficulties)

- **When** should learning be recorded (this is the review stage of the cycle)?

It is important to have a rich, formative picture of the child's learning across a term or year to enable us to plan next steps and to make summative judgements. The expectations of assessment of children's learning on a day to day basis varies widely from school to school, but without regular recording and annotation of learning for children with severe and profound learning difficulties, effective planning will be impossible.

Schools are expected to make summative judgements about the learning of children with severe and profound learning difficulties at least once a year (and every six months in the Early Years Foundation Stage), but in practice most children receive in addition a summative judgement termly in line with their typically developing peers. There is no longer an obligation to use P-scales, but these are still widely used across Tower Hamlets schools.

The 'Development Matters' framework facilitates assessment of children's development and identification of next steps for children with severe and profound difficulties in the EYFS.

At the end of Year 2 and Year 6, children who are not yet working at the expected standard last year and were assessed above P-scale 4 were assessed using the Pre-Key Stage standards.

For all of these summative judgements to be made, a portfolio approach can be very helpful, where professional's keep particularly key pieces of recording and evidence towards goals in a portfolio of evidence. This can also be very useful in reporting to parents.

It is worth noting that due to the often more gradual rate of progress within summative stages for children with severe and profound learning difficulties, evidence of learning such as books and videos may need to be kept over a number of years to reflect this.

October 2019

Appendix 1: Stephen Hawking Outreach Marking Sticker

| | |
|---|--|
| Date: | Adult: Role: C.T. T.A. supply |
| Learning Intention | |
| | |
| Context | Role of adult |
| <ul style="list-style-type: none"> ○ Familiar activity ○ New activity ○ 1:1 activity ○ Group activity ○ Whole class activity | <ul style="list-style-type: none"> ○ Modelling/teaching ○ Supporting/prompting ○ Observing (child working without adult help) |
| Engagement | |
| <ul style="list-style-type: none"> ○ Encounters ○ Is aware ○ Is engaging and responding ○ Is an active participant | |
| What happened? | |
| <p>The child</p> <p>The adult</p> | |
| Next steps | |
| <p style="text-align: center;">Repeat / modify / extend / re-think (NB: be cautious if this is the first time the child has experienced the activity)</p> | |